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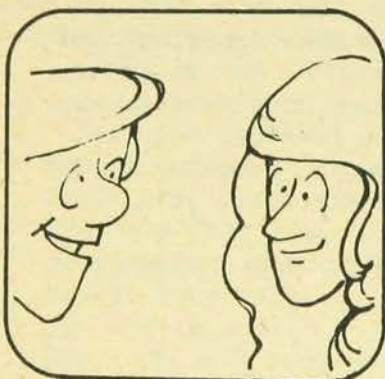
# SOCIAL MANAGEMENT

Living as if People Mattered

agent training guide



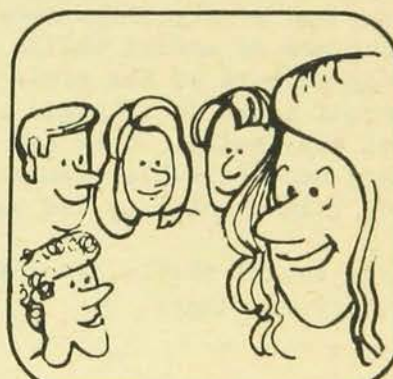
Management



Goals



Standards



Values



Resources



Decisionmaking



Organization

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To The County Extension Agent:

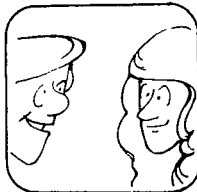
The following information will help you become acquainted with the Social Management Project and help you select project leaders and organize the training sessions. Most of the information about teens has come from 9 months of interviews with 4-H adolescents, their leaders, and their parents.

Unit II Social Management must be seen as the second part of the management project. It should not be a separate project because it assumes that the members have been introduced to the management concepts and self care skills in Unit I. In that project we explored how management can help you take care of yourself by learning skills such as personal hygiene, home care, laundry, cooking, and basic communications. These skills were emphasized by applying the management concepts of values, goals, resources, decisionmaking, organization, and standards.\* It is only from this foundation that we can begin to build a further understanding of management and to develop social skills.

Unit II focuses on social skills because these are some of the most important and discovering aspects of the early teens' (12 to 15 years old) lives. One of their developmental tasks is to begin to relate to people on their own outside the shelter of the family. They are curious about people and want friends, but feel awkward and uncomfortable except around their closest friends. It's common to see a group of friends clam up and become socially paralyzed when strangers join them.

These basic social skills are linked with management concepts for the following seven project meetings:

1. Meeting New People -- goals



2. Showing Appreciation -- standards



3. Making Friends -- values



4. Asking For Help -- resources

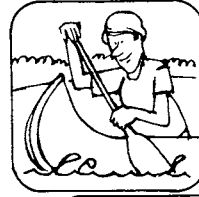


\*Refer to final section for the Basic Concepts covered in Unit I.

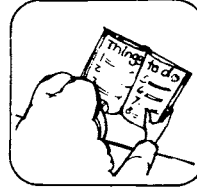
5. Solving Conflicts -- decisionmaking



6. Trying Something New -- organization



7. Being In Charge Every Day -- management



Hopefully, this unit will help teens feel more at ease when dealing with new people and unfamiliar social situations.

Let's examine what the 12 to 15 year old is like.

Their growth process is beautifully captured by this teen:

She is a princess,  
yet she is a fool.  
She is very rich,  
yet she is poor.  
She is a fool because she says she needs no one.  
She is poor because she has no friends.  
I may be a fool but I need everyone.  
I may not be a princess but I am rich.  
I don't mean by having a lot of money,  
I have friends and that you can't buy with money--  
not even her...

I feel like crying, but why?  
Maybe it's because life's a big problem for me.  
It seems like I just hurt everybody's feelings.  
But I'll change. No one will ever feel bad 'cause of me.  
I have problems that you would like to help with.  
I know you all care, but what ever happens...  
don't stop caring. 'Cause if you do, then I'll  
probably stop caring for myself. And that would  
be bad, 'cause what would become of my life.  
So remember, always care and thanks for your help.

Sherry E. Quaderer (16, Native American, Mpls., MN)

People in this age group are basically no different than people in others. They like to be appreciated, they enjoy compliments, and they want to be respected. They enjoy new challenges, but need support, guidance, and encouragement. They want friends, people who accept them as they are so that they can relax and be themselves. They like to be listened to and made to feel that their ideas, comments, suggestions, and feelings are important and do make a difference. They like to be valued and able to make a significant contribution through their thoughts, efforts, concerns, and knowledge.

In these ways, they are the same as you and I.

They are different from people in other age groups because they are expanding their world. They are learning to experience sexual maturity. Their sexual organs and hormones and arms, legs, and voices are changing so fast that they wonder what they will end up looking like -- a monster or a clown! Each adolescent is experiencing some awkwardness with a body that is unpredictable. They want to know more about menstruation, wet dreams, and their own sexual drives, but too few adults are willing to listen openly to their questions and fears. Society has strong expectations of how 12 to 15 year olds should act. They aren't allowed the free, naive, and spontaneous reactions of childhood. They need to act sophisticated and reserved and play proper sexual roles. They shouldn't have "too little or too much" interest in the opposite sex or act in "unfeminine or unmasculine" ways.

People in this age group with all their uncertainties are most unable to ask for help. In some 4-H meetings they try very hard to hide their interest in getting adult guidance or friendship. They say, "I know what I'm doing. I'm different from those little kids. I don't need help!"

A unique force for people in this age group is their desire to break away from adult protection and guidance. They don't want to be taken care of or to ask for help, at least not directly. They strive for the motto, "I'll do it myself!" They want to move from dependence to interdependence--you help me and I'll help you. They want schools, parents, and society to respect their capabilities and needs.

During this time, self-consciousness appears. Gone are the bold, spontaneous actions of their childhood. They wonder what others think of them and if they appear too "out of it," especially to their peer group. The fear of **being** a lonely outcast makes them wonder if their actions, appearance, language, or thoughts might secretly label them as weird.

Their increased intellectual and emotional capacities help them analyze society's values. They scrutinize the actions and the ideals of adults and are quick to point out injustices and contradictions. They try to decide how they want to fit into the society and are active critics rather than accepting, childlike by-standers.

Experimentation is a trait for the adolescent age. This may include drugs, sex, personalities, and social interactions. Adolescents challenge themselves to athletic, social, or intellectual dares. They are curious about new cultures, lifestyles, and experiences. They are testing out everything offered in the smorgasbord of life.

The personality characteristics that are most typical of adolescents are a result of this dynamic, tumultuous, social growing phase of life. It's as dynamic as the physical growth noticed in the 1st year of life. Their audacity and boldness often causes conflict as they stomp on the daisies that get in their way. They often risk their reputation and peer image causing a tremendous insecurity. (Who am I? What am I doing here?)

Loneliness is a common aching trauma for adolescents. They become overwhelmed by their separateness and uniqueness. They find that they aren't attached to family or friends but they truly are separate persons. The hurt of this aloneness can make them vulnerable to any fad or group or clique that can offer the quick comfort of being OK or important. Some teens need rock stars and heroes as much as the heroes need them.

Everything is up for grabs. "Am I going to be bold or open or defiant or a follower?" This leads to extreme moods. Because adolescents don't have a long history of being comfortable with themselves, they consider every failure a complete destruction and every success a total victory over life.

People in this age group desperately need a peer group no matter how bitter and self denying the group might ask them to be. Their peers are also struggling and searching, and misery loves company. Togetherness against a common enemy, the adult world. At least they are valued by their peers, whereas the adult world seems to not need the teen at all!

The struggling personality is argumentative and emotional not wanting to give up ground without a fight or at least recognition through a struggle. Emotions are on the surface because adolescents feel that they have everything to lose--pride, honor, credibility, friends, and peer group. The turmoil is evident in many aspects of their lives.

Some teens will complete these personality stages very smoothly and positively. They will be cooperative and delightful people to be with.

Other teens will rebel and challenge adults and find it hard to cooperate with society. The difference is often thought to be found in the amount of support and encouragement in their environment.

This project is designed especially for 12 to 15 year olds. Many teens around the state expressed an interest and need in a project that is just for them. They want to feel promoted from a "little kids' group" and have more chances to meet their peers. This age group thrives on social functions, chances to meet new people and have fun. Hopefully this project will allow for both.

We strongly recommend that the project involve members from more than one club. You could group them by areas in the county or make it a countywide project. With a larger group the project could be done in 1- day or overnight retreat sessions. These could cover two project lessons at once and offer other recreational activities. The retreats could be scheduled for fall, winter, and spring. This would ensure that participants would have a chance to meet new friends.

We encourage this type of "big production" for this age group because this is when we see a high dropout rate for 4-H members. If 4-H can become an exciting way for them to make new friends and to attend special activities, such as retreats, they will probably stay interested in 4-H activities. Teens often mention that they get tired of waiting until they're older to become junior leaders, attend the Arts-In, become a camp counsellor or attend Citizenship Short courses.

As the county extension representative, your input into the project is crucial as far as selecting and training project volunteers. The volunteers not only must be comfortable with 12 to 15 year olds, they need to like them. You can use "Management Is Becoming" as your recruitment literature and a basic introduction to management.

Let's look at the type of person who would be a good leader for this project.

1. Look for a person who will give firm and strong leadership when guiding a group and who is sensitive to teens. Explain this characteristic to the leaders in this way:

Because adolescents are experiencing such a whirlwind of emotions, physical development, and social changes, the most important quality they want in a leader is strength. They want a leader to give firm, strong guidance that also shows caring and understanding. They want adults to be sure of themselves and to lead. Here are some comments from junior high students about what makes a good teacher:

- Someone who knows when to clown around and when to get serious.
- Someone who will teach you something and will take time to care.
- Someone who knows what he or she is talking about and someone who knows how you're feeling.
- Someone who yells at the right time.

2. Look for someone who can stimulate learning by using social examples and people problems. Remind the leaders of this fact by saying:

Unlike younger children, teens don't thrive on memorizing facts and attending to details. They now are most concerned about social interactions -- how people get along and how they can relate to friends and problems in their lives. To help them learn, they want to be stimulated by solving people problems and hearing personal examples of the main concepts of the lesson.

3. Look for someone who can be fair and open when relating to all teens, seeing each one as having unique qualities but all equal and deserving of respect. Explain to the volunteers in this way:

Adolescents deserve adults who are fair. They don't enjoy a leader who has "pets" or "scapegoats." Adults are expected to be honest with and fair to everyone. The fair solution to a problem is desired. Adolescents are eager to have adults listen to them, so that they can share their questions and ideas without being judged or lectured to. Adults need to be willing to listen. In project meetings listen to whether you are letting the members voice their ideas and opinions.

People in this age group often hide the desire to get to know leaders by keeping an attitude of "I'll do it myself." Don't let their pride fool you. They are curious and interested in adults. They desire acceptance and respect from adults so that they can begin to accept and respect themselves. The guideline that many adolescents unconsciously follow is, "When others like me, then I can begin to like myself."

4. Look for a leader who will give teens opportunities to express their opinions, listen to others' ideas, and take on new responsibilities and challenges. Find someone who will respect teens enough to let them take the consequences of their actions. For example, the consequence of coming late is that you miss the field trip or the snack. Explain this to the volunteers in this way:

Teens need experience in making choices. This will help them see that their ideas and opinions are valuable and that they have some say in what happens. Adolescents also want adults to remind them to stick to their commitments and decisions. Form a core group for each meeting to plan and lead exercises and lessons.



Teens enjoy an atmosphere that encourages open discussion so that they can hear how other people think and act. They need a chance to speak and be heard. Stop yourself during each meeting to decide who's making the decisions--you or the teens? It's important to ask open ended questions (for example: those that begin with "Can you tell me more, what is your experience, or what is your opinion.") Open ended questions encourage teens to explain and elaborate. Teens need to be encouraged to teach each other. Often it is not the oldest person who is the best teacher. Give sincere encouragement and calm guidance. Don't expect them to be perfect. Appreciate their efforts. Their goals are most important because the goals will act as compasses to give them direction.

5. Look for someone who will know the material and be prepared for the exercises. Remind the leader by stating:

Know the material that is covered at each project meeting. Have a plan for the direction that you want and how things will happen. If you're confused, the teen will conclude that you don't care about the "silly" exercise and won't try to get involved!

6. Look for someone who will strive for clear communication and good understanding among all group members.

Teens' comments about the most helpful thing a leader has ever said to them include:

"He told me I'd better change or I couldn't work with the group."

"She said I had potential."

"He helped me see that I was no different from anyone else."

They want your honest, personal, and caring feedback, to relate person to person. Remind the leaders to:

Ask the members to comment on what they felt about the project meeting and the exercises. Be open to their ideas of how the exercises could be improved and how to get better group cooperation and interaction.

The volunteer leader training should be held in two 3-hour sessions.

At the first meeting go over the management idea and the project material. These points will need to be covered:

1. What is management? (Refer to Unit I, "Management Is Becoming" and "Personal Resources.")
2. How the project is organized.
3. Some characteristics of 12 to 15 year olds.
4. How to run a meeting. (See previous comments and introductory material in leader's manual, Appendix B.)
5. Understanding the project record and exhibit or demonstration record (Appendix C).
6. The importance of the project evaluation from leaders and members.

At the second meeting show samples of the projects and let them do some of the exercises. They'll probably have questions because they will have looked over the manuals. These ideas should be covered in that meeting:



1. Answer questions about project organization or understanding management.
2. Explain how to use the resources listed after the project meeting sections.
3. Explain how to involve parents.
4. Explain how to deal with problems with group cooperation. (Refer to leader's introductory materials.)
5. Provide samples of the projects included in the lesson such as:
  - The Management Board (Appendix A)
  - Set of People Resources (lesson 1, exercise 4)
  - Goals and Values Poster (lesson 1, exercise 6)
  - Thank You Notes (lesson 2)
  - Calendar (lesson 3, exercise 7)
  - Emergency Chart (lesson 4, exercise 1)
  - Management Design (lesson 5, exercise 5)
  - Poster -- Planning A Dream (lesson 6, exercise 6)
6. Conduct samples of the activities included in the lessons such as:
  - Using the songs and stories (Appendix B)
  - Concentric circles exercises (lesson 1, exercise 3)
  - Role play exercises (lesson 4, exercise 3)
  - Trusting exercise (lesson 3, exercise 5)
  - Using the Management Board (lesson 2, exercise 3)
  - Meeting evaluation (lesson 3, exercise 8)
  - Helping teens decide on a challenge (lesson 1, exercise 9)
  - Closing the meeting (lesson 2, exercise 10)
7. Discuss ways that members can gradually be more involved with planning and taking responsibility for the project. (Refer to the introductory material for the leader.)

Parents' participation in this project is also important. The minimal involvement is that they know about the project and the basic aims of the project meetings. This information can be relayed by an informal meeting with the parent and volunteer leader, a short letter, or a telephone call.

Parents also can help with project meetings or host the small group meetings in their homes.

When parents are informed of the project, you should get support for the project and any of the demonstrations, skills, or attitudes that will carry over into the home from the project meeting.

Parents might also want help in understanding children at this age. You can suggest some resources such as:

- Parent Effective Training, by Thomas Gordon (P.B., Plume).
- How To Live Through Junior High, by Eric Johnson (H.B., Lippencott).

Good luck in setting up this project in your county. Hopefully, this outline will help you recruit and train volunteers.

REFERENCES

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Gisela Konopka, DSW, "Requirements For Healthy Development of Adolescent Youth," Adolescence, fall 1973.

Gisela Konopka, Young Girls - A Portrait of Adolescence, (P.B., Prentice Hall, Inc.).

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Report of the Panel on Youth of the President's Science Advisory Committee. Youth Transition to Adulthood, (P.B., University of Chicago Press).

## BASIC CONCEPTS FOR UNIT I

### GOALS

- Goals are set to gain something important.
- To achieve goals people willingly give themselves - their time, energy, money, or other resources.
- Goals often take patience, effort, and endurance to reach.
- Goals must be realistic.
- In setting goals one must consider how one can best use existing resources.
- Goals are often influenced by advertising, peers, family and other relatives, and neighbors.
- Goals indicate priorities.
- Meaningful goals tend to make one more energetic.
- Goals should be ranked in order.
- Goals can conflict.

### STANDARDS

- Standards are guidelines for measuring success in getting what you want most.
- Standards are influenced by what you have.
- Standards held by ourselves often may differ from those we hold for others.
- Standards relate to the way we do things.
- Standards are influenced by people we admire.
- There are standards of performance, achievement, quality, and quantity.

### VALUES

- Values are what people believe in--customs, ways of acting, and the ideals of life.
- Values must be considered in making decisions.
- Values prompt the use of resources.
- Values relate to social and cultural influences.
- Values are sometimes accepted from others.
- Family values differ from others.
- Values are reflected in the choices we make.
- Values are influenced by one's school and friends.
- Individual values help determine how resources will be used.
- Values are the basis of all decisions about actions and possessions.

### RESOURCES

#### PERSONAL RESOURCES

- Skill development increases personal resources.
- Resources can be developed.
- Resources availability or scarcity affects one's possible choices.
- Resources are used to achieve goals.
- Resources are categorized as limited, human, and material.
  - Limited: Time
  - Space

Human: Energy  
Talent  
Knowledge  
Ability  
Skill  
Communication  
Character  
Personality traits  
Attitudes

Material: Community facilities  
Money

- Money has a specific purpose in life but is also used in other ways.
- Money is a factor to consider in decisionmaking.

Material goods  
(possessions)

- Resources disappear if not used.
- Resources, especially environmental, are often in short supply.
- Communication skill is a personal resource whether it is verbal or nonverbal.

## ENVIRONMENTAL RESOURCES

### Natural Resources

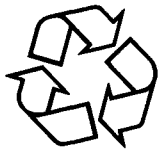
- Natural resources are made up of all living and nonliving things around you.
- Everything in nature is related and interrelated.
- Man is dependent on both living and nonliving environmental resources.
- Man has caused a scarcity of many natural resources.

## DECISIONMAKING

- Everyone makes decisions.
- Decisionmaking can begin only when it is recognized that a problem exists.
- Decisionmaking is a process similar to a recipe.
- One decision differs from another in several ways:
  - some are easier than others
  - some carry more consequences
  - some decisions can hurt
  - some decisions make you feel good
  - some can't be made alone
- Decisions are influenced by interests, habits, skills, feelings, and values.
- Decisions are based on what is important to us.
- Decisions cannot be made unless at least two alternatives exist.
- Decisions should be made, carried out, lived with when they can't be changed.
- Decisions can change situations.
- Some decisions have an order or sequence.
- Some events cause others to happen.
- You can cause things to happen.

## ORGANIZATION

- Organizing means finding a system for doing things.
- Organizing can help save time and energy.
- Organization helps improve the way we work, play, or study.
- There is no one best way to organize.
- Learning to organize takes time and practice.
- Another name for organization is systematizing. There are systems for thinking, working, doing, and acting.



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Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Roland H. Abraham, Director of Agricultural Extension Service, University of Minnesota, St. Paul, Minnesota 55108. We offer our programs and facilities to all people without regard to race, creed, color, sex, or national origin.

Authors: Mary Frances Lamison, extension specialist, home management; Sherie Mentzer, curriculum coordinator, 4-H and Youth Development; and Juanita Reed, extension specialist, 4-H and Youth Development.